

Inspection of Mather Street Pre-School

Mather Street Primary School, Mather Street, Failsworth, MANCHESTER M35 0DT

Inspection date: 5 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have good relationships with staff and enter the pre-school confidently. Staff are caring and supportive and have high expectations for children's development. Children receive quality time and attention with adults who support them to play. Language is modelled by staff and they talk to children as they fill, empty and scoop sand. Mathematical language is promoted well.

Children use their imagination. They organise resources for a pretend party and sleep-over. They organise chairs to make a pretend vehicle to get them to their destination. Children generally cooperate with each other well. Staff allow children time to sort out their own disagreements. Staff intervene sensitively to develop children's thinking about how they feel if they are left out. Staff ensure all who want to be are involved in the role play, and this promotes inclusion.

The passion and dedication of leaders to children identified with special educational needs and/or disabilities (SEND) is relentless. They go above and beyond to secure specialist support for children. They purchase additional resources and have low adult-to-child ratios to provide extra support for children. When adults work with children painting, they avoid questions which require one-word answers. Instead, they talk to children about their actions and paint themselves describing what they are doing. This allows children to hear lots of words which support language development. Staff also use simple sign language to aid communication. During an activity to make play dough, children's faces expressed their delight in enjoying the sensory experience. Children with SEND are well cared for. Leaders are determined to ensure they are included. They do access an appropriate language based, sensory curriculum in order for them to make progress.

What does the early years setting do well and what does it need to do better?

- Staff are very knowledgeable and passionate about providing children with quality experiences. Staff identify what they want the children to learn each half term, based on assessments of children's knowledge and learning. They incorporate children's interests into planning, ensuring that children's curiosity is maintained. This results in children becoming effective learners and contributes to their good progress.
- Staff know their key children well and talk about them confidently. They know children's next steps and incorporate them into their play. For example, when playing with play dough, staff model words such as 'in front of' and 'behind'. They encourage children to place objects and say where they are putting them, using specific vocabulary related to their next steps in learning.
- Children are confident to talk to visitors. They demonstrate their counting skills, and know that one more than three is four. They say they like to paint or play in

the home corner. Children know their opinions are valued by adults.

- Children play together well. In the role-play area, they take turns sharing an imaginary bowl of food for their 'babies'. They talk to each other in their pretend roles. Their language is appropriate and they take turns in conversation.
- The pre-school promotes healthy eating and has received an award. They work closely with parents to provide healthier packed lunches. Children are becoming aware of healthy food and beginning to make healthy choices.
- Parent partnerships are a strength of the pre-school. Leaders work well with families and they say the setting goes above and beyond their expectations. Families feel they are supported and involved with their child's development.
- Leaders prioritise speaking and vocabulary development across the setting. Stories are read to the children regularly. They explore new vocabulary and are encouraged to retell and predict what happens next. Children join in enthusiastically, singing and dancing in sessions exploring sounds, music and movement. Staff work hard to close the gaps and enable children to catch up with their language development.
- The pre-school welcomes visitors from the community. Visits from a dentist, nurse and a post lady develop children's understanding of the world and introduces new vocabulary. Further visits to a farm and a dance studio are planned to experience different social situations and develop language.
- Leaders promote independence and want children to do things for themselves. However, this is not consistently encouraged. At times adults get out equipment for children when the task is within the children's capabilities. They hand out items to children when a choice could be made. Staff do not consistently let children build on what they already know to develop their independence.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete the designated lead's safeguarding training, demonstrating the commitment of leaders to safeguarding children. Staff have a good knowledge of all forms of abuse, what to look for and who to report to. Equipment in the setting is child friendly and well maintained. Risk assessments are carried out daily to keep children safe. All staff hold a paediatric first-aid qualification and any accidents are recorded. Internet safety is taught to older children, and parents are kept informed and updated about the risks of the internet.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen staff's understanding of how they can support children to be independent.

Setting details

Unique reference number	2602521
Local authority	Oldham
Inspection number	10238779
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	54
Number of children on roll	62
Name of registered person	Education at Early Years Limited
Registered person unique reference number	2602518
Telephone number	07846254244
Date of previous inspection	Not applicable

Information about this early years setting

Mather Street Pre-School re-registered in 2020. The pre-school employs five members of childcare staff. Of these, two hold a level 6 qualification, two hold a level 3 and one holds level 2. All staff hold a paediatric first-aid certificate. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-olds. Out-of-school care is also provided. Sessions are from 7.30am until 9am and 3pm until 5.30pm.

Information about this inspection

Inspector
Dawn Day

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the pre-school with the inspector.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinators spoke to the inspector about how they support children with SEND.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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